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ABSTRACT

This report addresses the results of an evaluation made of the first year of the implementation of a global studies theme at the Northeast Global Studies Middle Magnet School (Kansas City, Missouri). It is reported that ample evidence of the theme was seen throughout most of the school facilities, and observed in all of the social studies classes. However, no evidence of infusion of the theme was seen during observation periods in mathematics and physical education classes. Data from questionnaires issued to parents revealed that the global studies theme was not clear to a third of the parents. A recommendation was made to provide additional, perhaps related, information to parents regarding the nature of the global studies theme. Of the 22 program objectives relating to the first implementation year, most were being implemented effectively. Several figures and tables appear throughout the report. Five appendices also are included: (1) global studies course topics; (2) infusion of global studies; (3) exhibits in the world cultural festival; (4) theme-related activities; and (5) theme-related field trips. (DB)

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Formative Evaluation
of the
Northeast Global Studies
Magnet Middle School

1990-1991

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August 1991

SO 022 370

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Formative Evaluation of the Northeast Global Studies Magnet Middle School

1990-1991

Phyllis L. Clay
Program Evaluator

August 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

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Executive Summary

The 1990-1991 school year was the first year of implementation for the Northeast Global Studies Middle Magnet School. The intent of the program is to expose students to the dynamic developments of the world environment which affects their lives. The global studies theme is a broad one, encompassing such diverse foci as current events, economics, the environment, foreign language, geography, culture, peace and conflict management, and politics.

According to school leadership, requisitions made by the school in the spring of the planning year for materials and equipment were not processed by the central office and had to be resubmitted in the summer. This oversight resulted in a lack of resources during the summer in-service sessions for use in planning the global studies courses. Delays in the fulfillment of orders continued to be of concern to school leadership. A recommendation was made to reduce the response time for order fulfillment.

During the first year of implementation, the school used two facilities. Sixth grade was housed in an elementary school across the street from the main campus. Seventh- and eighth-grade classes were held in the Northeast Middle building. The split campus was of concern to school leadership.

Abundant visual evidence of the theme was seen in all areas of both buildings with the exception of the two gymnasia and one cafeteria. Evidence of the theme was also observed in classroom activities. A total of 61% of the 1,426 observation intervals contained incidences of global studies content. As might be expected, evidence of global studies instruction was seen in all of the observation intervals in social studies classes. No evidence of infusion of the theme, however, was seen during observation periods in math and physical education classes. A recommendation was made to increase theme infusion in these two subject areas.

Perception data revealed that the global studies theme was not clear to a third of the parents. A recommendation was made to provide additional, perhaps repeated, information to parents regarding the nature of the global studies theme. A quarter of the parents indicated that they had not chosen the school, but that the district has assigned them to Northeast Middle. This was true at the sixth-grade level as well as at the other two grade levels.

Of the 22 program objectives relating to the first implementation year, most were being well implemented. One of the recommendations growing from the study was to review and revise objectives as appropriate, based on the first year of experience with the program. An

additional recommendation was made to continue the high level of implementation of the program.

FORMATIVE EVALUATION OF THE NORTHEAST GLOBAL STUDIES MAGNET MIDDLE SCHOOL

1990-1991

Introduction

The 1990-1991 school year was the first year of implementation for the Northeast Global Studies Middle Magnet School. The district gained court approval for the school, originally designated as a Classical Greek magnet under the *Long-Range Magnet School Plan* (Hale and Levine, 1986), to become a global studies magnet.

Following a description of the program and a discussion of the design, this report will address the results of the evaluation study. The results section includes information on enrollment, program implementation, perceptions about the program, and achievement.

Program Description

The Statement of Intent in the *Northeast Global Studies Middle School Magnet Planning Outline* (1990) describes the program as exposing "6th, 7th, and 8th grade students to the dynamic developments of the world environment which affects their lives." The global studies theme is a broad one, encompassing such diverse foci as current events, economics, the environment, foreign language, geography, culture, peace and conflict management, and politics. Included in the program, as described in the planning outline, are two years of foreign language, taken during the sixth and eighth grades, and a global studies class taught by core teachers at the seventh- and eighth-grade levels. In addition, each teacher is expected to infuse global studies into the content of her or his courses. Assemblies and activities are planned around cultural events, featuring speakers who represent a global perspective.

During the first year of implementation, the school used two facilities. Sixth grade was housed in an elementary school across the street from the main campus. Seventh- and eighth-grade classes were held in the Northeast Middle building.

Evaluation Design

The evaluation for the 1990-1991 school year was designed to answer the following questions:

1. Has each school met the established enrollment goals?
2. Was the program implemented as detailed in the *Northeast Global Studies Middle School Magnet Planning Outline* (1990)?
3. What are parent, student, teacher, and school leadership perceptions about and attitudes toward the program?
4. What are the levels of student achievement in the school?

Enrollment and racial composition data are presented for the first year of magnet school operation, as well as for the year prior to magnet implementation (baseline year). Program implementation was measured by site visits, classroom observations, interviews with school leadership, teacher questionnaires, and review of documents. Perceptions of parents, students, teachers, school leadership, and central office leadership are presented in this report. Teachers and students responded to questionnaires; leadership and parents were interviewed.

Results

Enrollment

Table 1 shows program capacity for the global studies magnet in September of 1990 and compares it to the actual enrollment. Each grade level was under capacity, with eighth grade being at 86% of capacity.

Court-ordered, minority/non-minority enrollment goals are a crucial aspect of the magnet school plans. Each year, grade levels that have a higher than 60% minority enrollment are expected to move at least 2% closer to a 60% minority/40% non-minority balance.

Table 2 shows Northeast Middle's enrollment figures for the baseline year (1989-1990) and the first year of implementation (1990-1991). Grades six and eight, which were both at 59% minority in the baseline year, increased to 64% and 69% respectively. Grade seven, at 68% minority in the baseline year, reduced to 64% minority in the first year of implementation, meeting the goal for that grade level.

Implementation

Staff. When school opened, two resource teachers had yet to be hired. One of these was a foreign language resource teacher and one was a global culture and the arts resource teacher. At the end of the year, a foreign language resource teacher positions was unfilled.

Table 1

Northeast Global Studies Middle Magnet
Capacity & Actual Enrollment
September 1990

Grade	Program Capacity[1]	Actual[2]	Difference	% of Capacity
Six	360	343	-17	95%
Seven	375	362	-13	97%
Eight	381	328	-53	86%
Total	1116	1033	-83	93%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admissions Office when placing students in magnet programs.

2 From *September 26, 1990 Student Membership* (Research Office, 1990).

Table 2

Northeast Global Studies Middle
Magnet Enrollment

	Sept. 1989		Year 1 - Sept. 1990	
Grade	Enroll.	Percent Minority	Enroll.	Percent Minority
Six	330	59%	343	64%
Seven	347	68%	362	64%*
Eight	286	59%	328	69%
Total	963	62%	1033	66%

Note: Percentages are rounded to the nearest whole percent. 1989 enrollment figures are from *September 27, 1989, Student Membership* (Research Office, 1989); 1990 enrollment figures are from *September 26, 1990, Student Membership* (Research Office, 1990). These data reflect regular students only.

* The enrollment goal was reached at this grade level.

Four theme resource teachers (geography lab, environmental lab, foreign language, culture in the arts) and three non-theme resource teachers (math, computer, and language arts) teachers are currently part of the staff at the school. School leadership states that the non-theme resource teachers play an important role in the implementation of the theme. The resource teachers serve as department heads, order and distribute supplies and materials, model lessons for teachers, set up field trips, operate labs, and teach classes in the labs.

Staff Development. Theme-related staff development is a crucial aspect of a magnet program, particularly on in its beginning year of implementation. Two weeks of summer magnet in-service were held August 6-17, 1990. As part of the agenda, the global studies theme was introduced; small groups worked on ways of developing global perspectives; teachers were introduced to methods of infusing these global perspectives into the curriculum; and content-area workshops on theme infusion were given. Interdependence, cross-cultural communication, and implications of culture for the multi-cultural classroom were also topics on the summer in-service agenda. Reflecting objectives developed in the planning outline for the magnet program, two days were scheduled for the teaching of reading strategies and an afternoon was spent on reading and writing in content areas. Two days were set aside in the agenda for departmental and team meetings and individual planning.

The agenda of two staff development days just prior to the opening of school included a presentation by the International Relations Council, folk dancing, and a tour of the city. Staff development during the school year included sessions on interpersonal relations and cultural sensitivity; presentations by resource teachers on materials and equipment for infusing the global studies theme; a day and a half on conflict resolution and conflict mediation; a day on team building, with personal preference styles explored; and a day focusing on the first year of implementation of the theme and planning for the second implementation year.

Evidence of the Theme. In visits to the buildings, data were collected on visual evidence of the global studies theme. Student work, pictures and posters, bulletin boards/display cases, banners, ethnic artifacts, theme-related equipment, evidence of the theme on chalkboards, and labels and other vocabulary, are categories which were targeted for data collection. Data collectors looked for visual evidence of the diverse foci of the global studies theme (current events, economics, the environment, foreign language, geography, culture, peace and conflict management, and politics). Abundant evidence of the theme was seen.

In the halls of the buildings, many theme-related bulletin boards and show cases were observed. An earth day bulletin board (the environment) displayed student art under the theme, "If we don't take care of the earth, it won't take care of us." A show case with an oriental theme (culture) displayed masks from China, a Laotian rice basket, and a wall hanging from Vietnam. Both a show case and a bulletin board displayed items from, and information about, Saudi Arabia and the Gulf war. These are a few examples of the nine hall bulletin board or display case exhibits. In addition, pictures, posters, student work, banners, labels, and artifacts were seen in the halls of the two facilities.

The offices had student work, pictures and posters, a bulletin board, a banner and artifacts related to global culture, a poster related to politics, and a banner related to geography. Foreign language labels were also seen in the offices, as well as plants (the environment) and a flag. Theme-related student art, pictures and posters, bulletin boards, and cultural artifacts were in the libraries, as were plants, globes, maps, and a flag. Student art related to geography and a flag were observed in the auditorium. Rules (peace and conflict management) were seen in one cafeteria; no theme evidence was seen in the other. Neither gym had evidence of the theme.

Each classroom was also visited to observe visual evidence of the theme. All classes had such evidence. Table 3 shows the results of the spring visits to classrooms. Pictures and posters in a variety of theme foci were the most prevalent. Bulletin boards and student art and other work were also observed frequently. In addition to the general categories of evidence shown in Table 3 which could be related to several global studies foci, other evidence which is related to only one global studies focus was observed. Class rules (related only to peace and conflict management) were seen in 58% of the classrooms; animals (the environment), in 7%; plants (the environment), in 31%; maps (geography), in 82%; a cultural map, in 1%; globes (geography), in 45%; re-cycling receptacles (the environment) in 22%; and flags (culture), in 48%.

Classroom Observations. Observational data were collected to provide information about implementation of the theme during classroom instruction. Weekly visits were made to the school between early-November and the end of April to collect data, with the exception of weeks in which standardized testing was being administered and weeks when classes were not in session. During each visit, a core class (language arts, math, science, or social studies), an exploratory class, and a global studies class were visited. In addition, every other week a foreign language class was observed. Within these categories, teachers were randomly selected for

Table 3

Northeast Global Studies Magnet
Visual Evidence of Global Studies Theme
Spring 1991
(N = 67)

Content Areas	Student Work	Bulletin Board	Pictures/ Posters	Banner	Artifact	Theme Related Equip.	Chalk-board	Labels/ Vocab.
Current Events	3%	16%	1%	-----	-----	-----	1%	-----
Economics	1%	-----	4%	-----	-----	-----	-----	-----
Environment	21%	22%	54%	3%	7%	4%	9%	-----
Foreign Lang.	-----	7%	10%	13%	-----	1%	6%	13%
Geography	27%	21%	27%	1%	-----	-----	3%	-----
Culture	27%	27%	42%	1%	25%	-----	1%	-----
Peace/Conflict Management	7%	7%	12%	1%	-----	-----	3%	-----
Politics	1%	4%	12%	-----	-----	-----	6%	-----

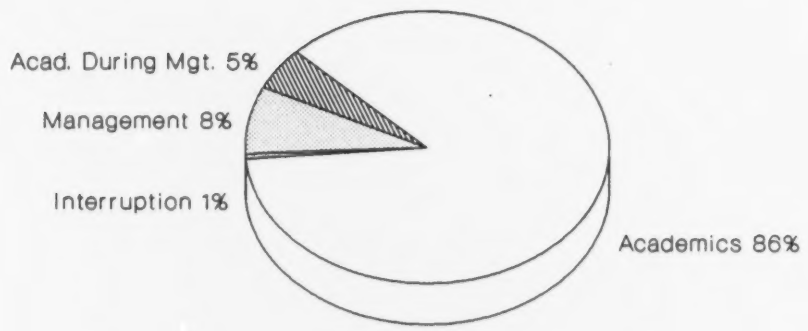
Note: Percentages are rounded to the nearest whole percent.

the observations visits. The observations were unannounced. In all, 1,426 minutes of observation were conducted at the school. Each minute served as a discrete observation interval.

In order to obtain data about the amount of time spent in academic instruction, the type of classroom activity taking place was observed. As can be seen in Figure 1, during 86% of the observation intervals, academic instruction was taking place. During an additional 5% of the observation time, students continued with academic work while classroom management was taking place. This means that students were academically focused during a total of 91% of the observation time. Classroom management (without on-going academic activity) was observed during 8% of the observation time.

Since the global studies theme is being infused in each course throughout the curriculum, classroom focus on topics that fit within the global studies context (e.g., current events, economics, the environment, foreign language, geography, culture, peace and conflict management, and politics) was noted by the observers. The school is proceeding from the premise that a global view starts "here" (within the school itself). Therefore, a focus on any of the above topics in relationship with the school itself, the Kansas City area, Missouri and Kansas, the nation, and foreign countries was marked as having a global studies focus.

Figure 1
Activities During Observation Time



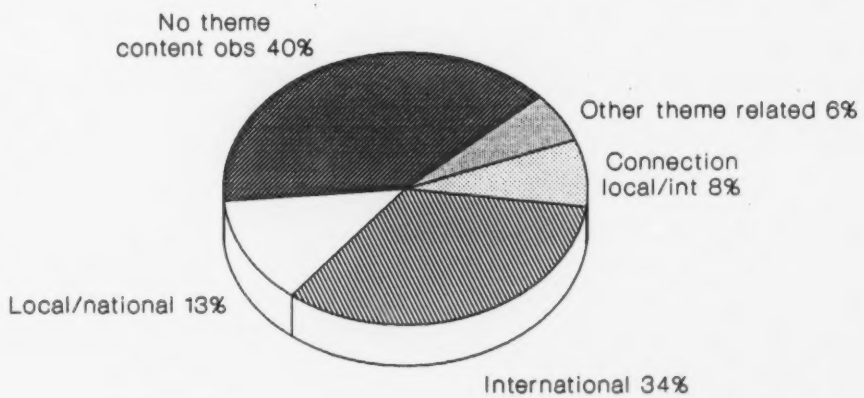
Less than 1% of "other" activ. was obs.

Global Studies, 1990-1991

Figure 2 shows the results of this aspect of the classroom observation. Local or national focus on one or more of the global studies theme topics was observed during 13% of the observation intervals. An international focus on a theme topic was seen in 34% of the intervals; and a connection between local/national and international was made during 8% of the intervals. At times a theme topic which was not tied to a geographical location was the focus. This occurred during 6% of the observation intervals. During 40% of the observation intervals, no theme focus occurred.

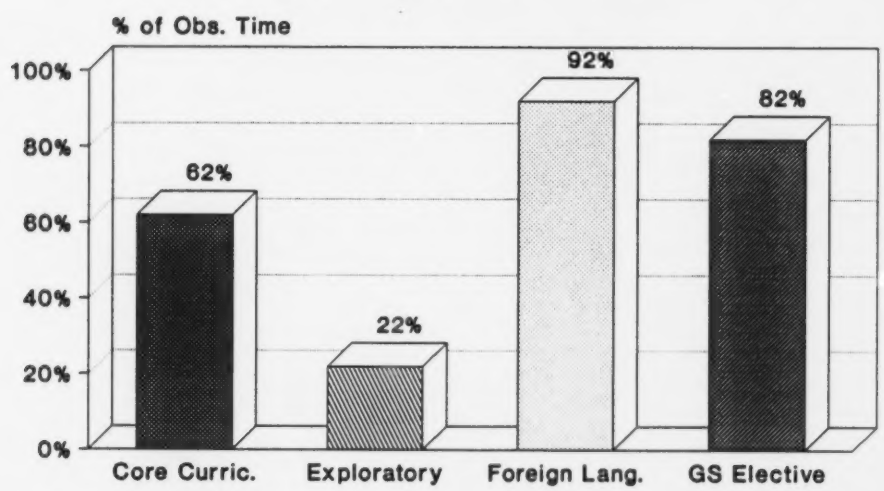
Figure 3 shows the percentage of theme infusion by type of class. For this analysis, all the types of content related to the theme were combined (local/national, international, connection between local and international, and other). As can be seen, the highest percentage of theme infusion occurred in foreign language, with infusion being seen in 92% of the observation intervals. This might be expected since any focus on either culture or on foreign language itself would have been seen as theme infusion. The lowest percentage of infusion was seen in exploratory classes (22% of the intervals).

Figure 2
Content Related to Global Studies Theme



Global Studies, 1990-1991

Figure 3
Theme Content Observed by Type of Class



Global Studies, 1990-1991

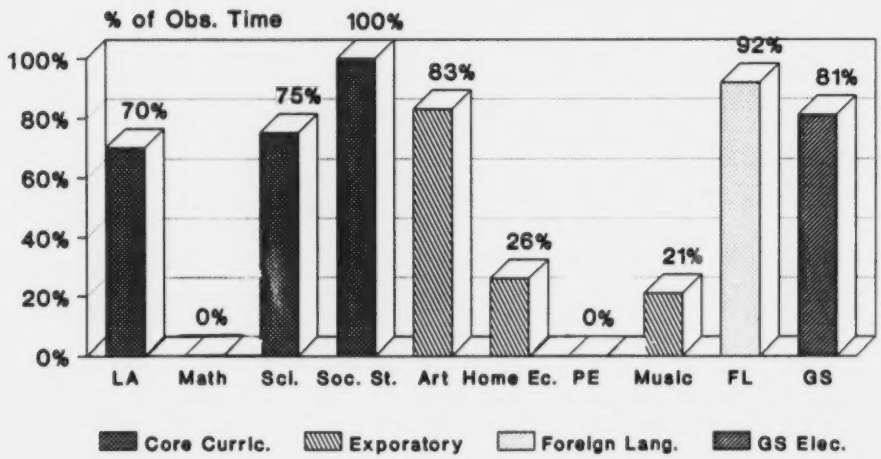
School leadership requested data on the extent of infusion of the theme into the various subjects. When broken down further by subject, in Figure 4, one can see that all intervals observed in social studies were infused, while none of the observed intervals in math or physical education had global studies theme infusion.

Objectives of the Global Studies Theme. In the development of the *Northeast Global Studies Middle School Magnet Planning Outline* (1990), six goals were identified for the program. Under each goal, objectives were specified to facilitate accomplishment of the goal. This section focuses on these objectives and the results of data collection to measure the achievement of the objectives.

1-A. *All students will be exposed to a variety of theme-related courses which will develop positive global awareness, multi-cultural, and multi-ethnic attitudes.*

While the school did not have an instrument to measure the development of positive global awareness, multi-cultural, and multi-ethnic attitudes, the exposure to a variety of theme-related courses is certainly evident. Core teachers (language arts, math, science, and social studies) in the seventh and eighth grades each taught a period of global studies daily. These

Figure 4
Theme Content Observed by Type of Subject



Global Studies, 1990-1991

courses were a quarter of a year in length so that students in the seventh and eighth grades could rotate among the courses within their teams. In this way each student in seventh and eighth grade was exposed to four theme-related courses. Examples of topics for the global studies exploratories include "English words come from many sources"; "sharing our global heritage and developing self-esteem in a global community"; "sports, games, and dances from around the world"; "preserving the environment and endangered species." One teacher, born in the Philippines, had Filipino history books sent for a comparison of the accounts of events. This teacher also worked to arrange pen pals with Filipino students, according to a school newsletter. Another class studied folktales from around the world, exploring recurring themes that appear in different cultures. A listing of global studies courses, supplied by the school, is in Appendix A.

Students in the sixth and eighth grades took language courses during the first year of implementation. In the sixth grade, students chose a different language each quarter, with five from which to choose: French, German, Japanese, Spanish, and Yoruba. Eighth grade students took one semester of foreign language, choosing among French, German, Japanese, and Spanish.

In addition, each class was to infuse the various content areas of the global studies theme. Examples of infusion include a focus on art around the world in art classes, folk dances and ethnic games in physical education, and a comparison of American dietary practices with those from other parts of the world in home economics. A list of infusion content, provided by the school, is in Appendix B.

1-B. *The school will encourage and maintain a multi-cultural, multi-ethnic population.*

Table 4 displays the variety of ethnic representation at the school during the first implementation year. The categories are those used by the research office of the district. Communication from school personnel indicates that there were nineteen different ethnic groups represented at the school. In addition, a report prepared by one of the resource teachers from the school identified staff members with international background. Seven of the teachers were born outside the United States (Mexico, Viet Nam, Germany, the Philippines, Japan, Africa) and two lived internationally for five years each (one in Saudi Arabia and one in Venezuela). This provides evidence of a multi-cultural, multi-ethnic population.

Table 4

Northeast Global Studies Magnet
Total Enrollment by Ethnic Group
September 1990

American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	Black	White	Total
5	71	123	513	399	1111

Note: These ethnic enrollment fighures are taken from *Thirty-Sixth Annual Report of the Progress of Desegregation in the Kansas City Public Schools, School Year 1990-91* (Research Office, 1990) and include special education students.

1-C. *All students will have the opportunity to participate in a world cultural festival.*

This festival was held May 31. Student art based on traditional methods from other cultures was displayed on the auditorium stage and in hall showcases. A sign saying the show had been planned and carried out by students accompanied the show. Examples of the exhibits are batiks from Indonesia (a combination of tie dye, wax resists, and muslin wall hangings), banners representing various ethnic backgrounds, and paper mache headdresses and sunbursts. Classical or international music was played by radio or tape recorder to accompany the exhibit. A complete list of exhibits is in Appendix C.

1-D. *All students will be exposed to a variety of speakers representing various world cultures and ethnic groups.*

Monthly assemblies (except April) celebrated various cultures with speakers and other performers. An example of an assembly that helped to meet this objective was a German-American Day/German Unification assembly held in October. Students from Mount Washington, a German elementary magnet, sang German songs and "tore down" the Berlin Wall; a speaker from the International Relations Council spoke about Germany and the re-unification process; an accordionist, a native of Germany, played and sang German songs; and another speaker showed slides of East German scenes from a trip taken just prior to re-unification, with narration about cultural and historical information.

Students from the English as a Second Language Program at the school were from a variety of cultures (e.g., Pakistan, Cambodia, Mexico). Working with their teachers and the curriculum coordinator, several of them prepared programs to take to other classrooms. These programs included food, customs, costumes, dances, etc., from the students' countries of birth.

The reader is also referred to Appendix D (theme-related activities) for a list of speakers representing various world cultures and ethnic groups. This list shows evidence of exposure to a variety of speakers from various world cultures and ethnic groups.

1-E. *Students will be exposed to a variety of experiences in the geography lab according to a schedule developed by the curriculum coordinator and resource teacher at the beginning of the year.*

Each day that data collectors were in the building for classroom observations, they also visited the geography lab twice to gather data on the variety of experiences to which students were exposed in the lab. During these visits, the use of computers, globes, maps, atlases and other reference books, videos, the overhead, and worksheets was seen. Lectures were also observed.

Projects in the geography lab made use of interactive computer programs. One such program linked sixth grade students with students from 10 U.S. locations and one location in the U.S.S.R. Letters were sent back and forth in which students described their own communities. Students also compared data on pet ownership.

Another unit for eighth grade students used telecommunications to link Northeast's global studies students with students from other U.S. and Japanese communities. These students collected and exchanged daily weather data through the electronic bulletin board.

Seventh grade students participated in a unit on acid rain, with one seventh grade team also working on a water supply unit. These two units also made use of interactive computer programming.

All the interactive units were a part of the National Geographic Society's Geography Education Program, which provided the core of the geography lab's focus. A six-week schedule for the geography lab provided by the school showed the lab typically scheduled for use three or four hours a day, four days a week. This evidence indicates that students at all grade levels were exposed to a variety of experiences in the geography lab.

1-F. *In the first year of the program, 1990-91, all 6th grade students will be exposed to at least one foreign language.*

Sixth grade students took four languages during the year, one each quarter.

2-A. *All students will be exposed throughout the curriculum to film, tapes, and presentations of people and cultures around the world.*

According to a memo submitted by the geography lab resource teacher to school leadership, 18 of the 76 teachers (22%) used audio visual materials which featured people and

cultures from around the world to infuse global studies into their curriculum. Two examples from teachers listing materials used to infuse global studies were also provided. One of the two teachers had used video, still pictures, artifacts (clothing, carvings, weavings, and jewelry), musical tapes, passports, and money from a South American country.

In addition, all students attended assemblies and special programs, as indicated under objective 1D above. One such example was a program called "Families," which was performed for each grade level by a quartet of actors. "Families" was a series of folk tales and stories from different countries dealing with family issues and self-esteem. Fifteen eighth grade language arts classes were exposed to African and African-American folk tales and to stories from around the world through the presentation "Harmony." A story teller brought African and African-American stories to fifteen sixth grade language arts classes.

From the verification materials provided by leadership of the school, it can be stated that all students were exposed to people and cultures around the world through assemblies and special programs. In addition, it can be stated from the evidence provided that certain teachers and, notably, the language arts classes exposed their students to people and cultures around the world. However, evidence was not provided which could confirm that this exposure took place "throughout the curriculum."

2-B. *Each student will participate in at least two multi-cultural, global-related field trips and/or presentations from school and/or community resources.*

Student attendance at monthly (with the exception of April) all-school "multi-cultural, global-related" assemblies met this objective. Artists (singers, dancers, poets, actresses, and visual artists) from with various ethnic backgrounds presented programs, workshops, and demonstrations. A complete list of theme-related activities identified by the school is in Appendix D. In addition, numerous field trips were taken (see Appendix E). Each field trip was limited to selected classes or students. Examples of field trips focusing on the environment include a trip by all eighth graders to a recycling production by Dow Chemical and to the Topeka rain forest. A trip to Worlds of Fun focused on the different countries featured at the park. A trip to view "Dances with Wolves" exposed students to the history and culture of the Lakota Sioux Indians. In response to an item on the student questionnaire, 21% of the students recalled that they had been on field trips that related to the global studies theme. This low percentage may be reflective of the timing of the student questionnaire or it may indicate that

students were not helped to make the connection between a "fun outing" and the global studies theme.

2-C. *After a variety of global experiences, students will reflect and make presentation on their reaction to the relevance of this literature to their own lives.*

To measure the accomplishment of this objective, the lesson plans of five randomly selected teachers were reviewed for evidence of student reflection upon and presentations about global experiences. In the quarterly plans of one of the teachers, students played soccer and were expected to be able to locate countries where soccer is played and to indicate where soccer had originated. While these students did have a global experience (playing soccer), locating countries where soccer is played and indicating where soccer had originated is not sufficient evidence of reflection and presentation on the relevance to their own lives. In the weekly plans of another teacher, students were asked to compare and contrast two voyages from the book *The Hobbit* in a short paper. Although this fantasy might be considered "global" by some, there was no evidence from the lesson plans that students were asked to reflect or to relate the relevance of these voyages to their own lives. The lesson plans of the other three teachers showed no evidence of this objective. Based on this evidence, it appears that this objective was not uniformly implemented.

3-A. *All students will take part in outdoor field activities which relate to the human, ecological, and environmental conditions.*

The environmental resource teacher stated that by the end of May, 88% of the students had been on an ecological/environmental field trip. Examples of such trips include a trip taken by all eighth graders to a recycling production by Dow Chemical. Another trip was taken to the Topeka rain forest. Concern was stated that funding was not readily available for trips, with one trip allowed per teacher. If a language arts/science teacher had already taken a language arts field trip, then an environmental trip could not be taken. A project sponsored by the conservation department in which students collected over 500 pounds of acorns also helped to meet this objective. At the time of data collection, it appears that this objective was nearing full implementation.

3-B. *Students, whether individually, in groups, or as members of a team, will participate in practical projects concerning the human, ecological, and environmental conditions.*

A number of projects show evidence of the implementation of this objective. Sixth-grade students wrote community descriptions and compiled household pet data by class and, in turn, received similar information from 10 American schools and one Soviet school. Seventh-grade

students conducted ph tests of rain water and sent the data to 10 school groups located in the United States and British Columbia, Canada. One team of 100 seventh-grade students received descriptions regarding public water supplies from one Japanese and 10 American schools. These students tested their own local water and sent the data to the other schools via electronic mail. Eighth graders compiled weather data and transmitted the data to one Japanese and 10 American schools. In addition, students in the environmental lab conducted an experiment on the content of nitrogen in soil to determine which nitrogen content enabled healthier grass.

Students also participated in school-wide recycling projects. Each science teacher was provided with a 33 gallon trash can by the P.T.A. for the collection of cans. Two liter bottles were used by the art and science departments. Early in the year, newspapers were also collected. A project in which students collected over 500 pounds of acorns was mentioned above under 3-B objective. These examples point to the accomplishment of this objective.

3-C. *All students will be exposed to a variety of experiences in the environmental lab where they will gain an understanding of global ecological and environmental issues.*

The activities identified in objective 3B above were carried out in the environmental science lab, as well as in the geography lab. In addition, all sixth graders participated in a unit on the "Voyage of the MIMI," an integrated curriculum consisting of 13 video tapes of two lessons each and computer spinoff programs covering whales, ecosystems, computing, and maps and navigation.

Observers visited the environmental lab on a routine basis. During the times when students were in the lab (12 of the 28 visits), the focus was consistently on understanding global ecological and environmental issues. Examples of the variety of experiences seen include the experiment with the content of nitrogen in soil mentioned in response to objective 3B above, students checking the ph level of different liquids, a lecture on acid rain, students learning how to use a microscope, and a video on world weather patterns.

Additional examples of the varieties of experiences were provided by the environmental lab resource teacher. Sixth graders heard a presentation on self-care and good health practices. Seventh graders heard presentations on the rain forests and on exotic animals. Students also used micro-projectors, computer programs (galactic zoo, and an earthquake simulation), and a steam table (used to simulate weathering and erosion). The results of data collection indicate that this objective was being implemented.

4-A. *In mathematics, word problems will reflect cultural and geographical diversity.*

To measure accomplishment of this objective, six math teachers (two from each of the three grade levels) were randomly selected and lesson plans were reviewed. The quarterly plans of two of the teachers had clear evidence of word problems reflecting cultural and geographical diversity. Examples seen in the plans of these two teachers are 1) word problems dealing with the metric system, explaining that this is the unit of measure in other countries; 2) use of catalogs from other countries to fill out order forms; 3) the use of newspapers and magazines, with teams of students making up word problems with information from other countries; 4) writing word problems from communication and transportation data gleaned from books about other countries; and 5) developing word problems relating to the Persian Gulf war, including statistics given in the newspaper on comparative military strength of Iraq and the allied forces (military personnel, aircraft, tanks, missiles, etc.). An additional teacher had indications of theme infusion (learning about base math systems in other countries), but no evidence of word problems in quarterly or weekly/daily lesson plans. Three of the six teachers had not turned in quarterly or weekly plans. When signs of cultural and geographical diversity in word problems could not be found in quarterly and weekly lesson plans, teachers were approached directly for information about the use of word problems which reflect cultural and geographical diversity. None of the four teachers could provide examples of word problems they had used during the year. One showed a book which delineated ways of teaching globally; one said, "I use them, but they're not written down"; one said that it was not efficient to change local words to international words (city names, etc.) and complained that the texts did not have global examples and that better resources were needed; and one stated that since math is global, there was no reason to develop any infusion. These data indicate that, while some of the math teachers are implementing this objective, others are not. As the reader will recall, no global studies theme infusion was observed during the observations of math classes.

4-B. *In science, content and topics will reflect cultural and geographical diversity.*

The lesson plans of six randomly selected science teachers (two from each of the three grade levels) were reviewed for evidence of culturally and geographically diverse content and topics. Five of the six science teachers had lesson plans for the current quarter. All five had evidence of culturally and geographically diverse content. Examples are 1) a comparison of lifestyle and diet in the U.S. and Egypt; 2) a comparison of weather in Mexico and the U.S.; 3) a focus on the causes of rain forests and deserts in different regions; 4) a study of animals

unique to different parts of the world; and 5) a study of endangered animals on different continents. The sixth teacher did not have a fourth quarter or a current weekly lesson plan available. However, in a second quarter lesson plan on file from this teacher, evidence was found of a study of the impact of volcanoes and earthquakes on Japanese society. These data indicate that this objective was taken seriously by science teachers.

4-C. *In language arts, students will be exposed to works of literary merit from other cultures.*

Lesson plans of two randomly selected language arts teachers at each grade level were reviewed to identify literary works from other cultures. The lesson plans of all six language arts teachers showed evidence of exposure of literary works from other cultures. Books or stories from the black, French, Danish, and middle eastern cultures are examples of literary works specifically mentioned. One teacher noted that students would work with the librarian "to select novels that represent various cultures." One teacher indicated that the students would read a story named "The Melting Pot of Languages" from their language arts text to understand the variety of languages in the world. That this objective was being implemented by language arts teachers is evident from the data collected.

4-D. *In social studies, foreign language classes and special areas students will undertake projects, performance, and related activities to celebrate the contributions of other cultures.*

Ten teachers, (six social studies teachers -- two from each of the three grade levels, two foreign language teachers, and two exploratory teachers) were randomly selected to measure achievement of this objective. The lesson plans of the selected teachers were reviewed for evidence of students undertaking projects, performance, and related activities that celebrated contributions of other cultures.

The lesson plans did not show clear evidence of student activities which celebrated the contributions of other cultures in social studies, foreign languages, special areas classes. School leadership, however, provided numerous examples of the implementation of this objective. Art students experimented with art forms from many cultures: Egyptian hieroglyphics, Mexican still lifes, Japanese banners (executed in Japanese), and weavings which incorporated techniques from around the world. Two staff members worked with students in the English as a Second Language program to prepare presentations for social studies classes. These presentations included demonstrations of food, dances, costumes, and flags from the student's own culture. One home economics teacher used parents, students, and teachers to

show students how to make many ethnic dishes (Puerto Rican, Mexican, French, African, German, and Danish) which the students then prepared and ate.

While these celebrative activities were obviously going on, the lack of lesson plan evidence of student activities that celebrate the contributions of other cultures leaves a question about the consistency of implementation of this objective by all social studies, foreign language, and special area teachers.

One lesson plan stated that students would "do research on a person of their choice," the results of which might possibly be a celebration of the contributions. Two of the lesson plans reviewed showed no signs of cultural references. Based on the data collected, activities undertaken by students might be better honed (or better documented) to include "celebration" of other cultures' contributions in order to focus more specifically on this objective.

5-A. *Each teacher will include content area reading strategies in weekly lessons.*

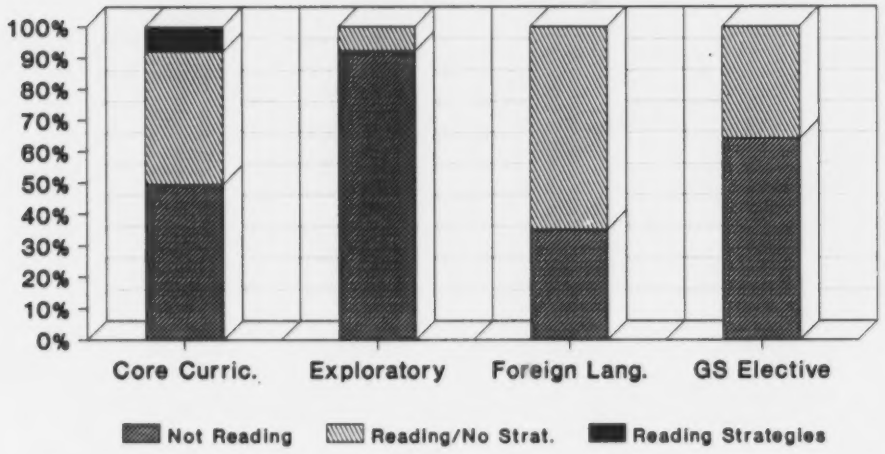
In the summer in-service, two days were spent focusing on reading strategies and part of an afternoon was focused on reading in content areas. Evidence of reading strategies was looked for during classroom observations. Figure 5 shows the results of reading strategies observations. During 8% of the intervals observed in core curriculum classes, reading strategies were being taught. During 42% of the intervals observed in core classes, students were reading, but no specific strategies were being taught. In the other types of classes, although reading was observed, no reading strategies were being taught during the observations.

Five teachers from the school were randomly selected to measure the accomplishment of this objective. The seven most recent weekly lesson plans of these teachers were reviewed for evidence of inclusion of content area reading strategies. One of the five teachers had reading strategies in weekly lesson plans, such as identifying elements in a story. The lesson plans of two teachers showed no signs of teaching reading strategies (although one had weekly vocabulary and spelling words). The lesson plans of two of the randomly selected teachers were not available. It appears that this objective could be more thoroughly implemented.

5-B. *Each teacher will include content area writing composition in weekly lessons.*

Part of one afternoon of the summer in-service was focused on writing in content areas. At least two "Connections" (in-house newsletters) had articles reminding teachers of this objective and making suggestions about how to implement the objective (October 12 and November 9, 1990).

Figure 5
Reading Strategies Observed by Type of Class

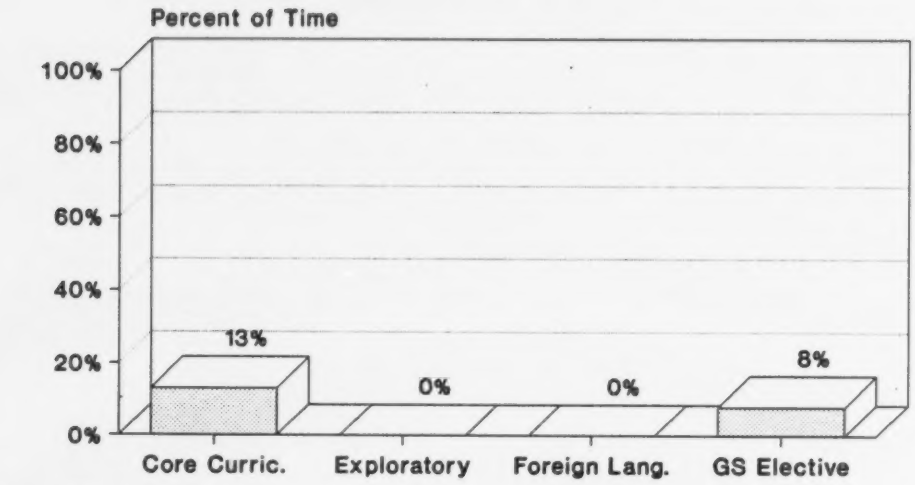


Global Studies, 1990-1991

Writing composition was looked for during classroom observations. Figure 6 shows the results of written composition observations. During 13% of the core curriculum intervals and 8% of the global studies elective intervals, students were working on written compositions. No written composition occurred during observations of exploratory or foreign language classes.

Lesson plans of the same randomly selected teachers as were used in objective 5A were reviewed for evidence of content area writing composition. Again, the weekly plans of two of the teachers were not available; one of these, however, did have a quarterly plan which indicated that students would write a research paper during the quarter. Since weekly plans were not available, it is not possible to tell whether the composition in that teacher's classes was done "weekly." Two teachers showed no evidence of writing composition in their weekly plans. One teacher showed evidence of some writing in weekly plans (e.g., irregular verbs in sentences, capitalize proper nouns correctly, apply grammar to writing). Even though teachers

Figure 6
Composition Observed by Type of Class



Global Studies, 1990-1991

had received staff development in and had been reminded of this objective, the data collected show a lack of evidence of thorough implementation of this objective by teachers.

5-C. *By the completion of the addition and renovation, students will use satellite dish and cable T.V. as part of their class work.*

The addition and renovation has not yet been completed. However, all core classrooms do have cable T.V. which has been used to show Channel One news to all students during their home base period.

5-D. *By the school year 1991-1992, each student will take two years of foreign language.*

Sixth-grade students, during the 1990-1991 school year, took a quarter-year each of four different languages. Eighth-grade students took one semester of a foreign language. While two years of foreign language was designated by the site task force in the planning outline which went to the Desegregation Monitoring Committee, the school subsequently received word that each student would be required to take three years of foreign language. Leadership at the school has expressed concern that three required years of foreign language will have a

serious impact on the amount of additional global studies exposure they would be able to offer to students. In spite of these concerns, plans are under way to require foreign language at each grade level for the global studies students.

According to school leadership, the current proposal is to require all students to take three years of a foreign language and to extend the school day to eight periods. Sixth graders will take four of six available languages (one each quarter), unless they are from an elementary foreign language school, in which case they would continue their previous language at an advanced level. Seventh graders will take one language all year. If possible, this language will be of the student's choice. Eighth graders will be required to take a full year of foreign language. However, during the 1991-1992 school year, eighth-grade students with little or no language aptitude will be able to substitute a non-foreign language course.

5-E. *Students will participate in personal communication projects with peers from other nations and cultures.*

In addition to the communications projects mentioned above in response to objective 3B, one team wrote letters to U.S. troops in Saudi Arabia; one class wrote letters to Japan; one class participated in the "Great Mail Race," a method of getting pen pals by choosing a zip code and addressing the letter to "any" school housing a sixth grade in that zip code. An exchange was made between sixth grade students in the global studies program and students in Chillicothe, MO to share similarities and differences in their urban and rural schools. English as a second language (ESL) students made presentations about their homelands to students in foreign language, ESL, and global studies classes. These included presentations about Afghanistan, Cambodia, China, Iran, Mexico, and Pakistan. From this information, it appears that this goal was achieved in the 1990-1991 school year.

6-A. *The school will publicize day and evening programs in order to encourage maximum parent involvement. This would include parent nights, school activity programs, assemblies, special speakers, cultural events, and Parent-Teacher programs.*

According to the March monthly report of recruitment plans prepared by the school, a monthly newsletter sent to parents announced all-school theme-related assemblies and theme-related Arts Partners activities. In addition, according to this report, a school calendar was sent to four television channels. Leadership at the school provided a packet of materials sent to parents and to the media. The data suggest that this objective has been realized.

6-B. *Community resource people with backgrounds from diverse cultures will be invited to share their expertise in curricular and extra-curricular activities at Northeast Global Studies Middle School.*

Evidence of accomplishment of this objective was presented under objective 4D above. In addition, fifteen eighth graders studied with the World Music Ensemble, learning to play African percussion instruments and a group of seventh graders has been learning music of South America and the Caribbean.

6-C. *A Global Studies Advisory Board will be formed by the principal or designee to meet on a regular basis to contribute to the overall global studies program at Northeast Middle School.*

According to school leadership, an advisory board was not formed during the 1990-1991 school year. Progress has been made, however, in the formation of a board for next year and prospective members have met informally. Individuals from five companies have agreed to participate, according to leadership.

Perceptions

In this section, responses to questionnaires and interviews are presented. Percentages are computed on the number of responses to each fixed-answer item. Responses to open-ended questions were categorized. Any category that received comments from at least 10% of the total respondents is mentioned in the report. All comments, with personal and extraneous references removed, are typed and given to the principal.

Parent perceptions. Parents of a quarter of the students (251) were randomly selected and telephoned to obtain their perceptions about the global studies magnet program at Northeast Middle. Table 5 shows parent perceptions of the school and the global studies program.

Among the highest percentages of parent responses were parents feeling that their participation was welcomed at the school (94%), that the school was clean and in good repair (93%), and that the principal was responsive to their concerns (88%). The item with the lowest percentage of positive responses (other than items that asked about ways parents had participated at the school this year) was about the clarity of the theme, with 67% saying that the theme was clear to them.

Parents whose child used district transportation responded to items about the transportation service. The responses are in Table 6. Parents were more positive about the reasonableness of transportation time (92%) and the safety of the transportation (95%) than they were about the promptness of the transportation (83%).

Table 5

Parent Perceptions About the School and the Northeast Global Studies Magnet Program Spring 1991 (N = 251)

Item Content	Yes	No
1. Satisfied with global studies program at N.E. Global Studies	80%	20%
2. The global studies theme is clear to me	67%	33%
3. Satisfied with progress child has made in global studies	75%	25%
4. Satisfied with progress child has made in basic skills	73%	27%
5. Satisfied with child's teachers	80%	20%
6. Principal is responsive to concerns	88%	12%
7. Communications from school understandable and helpful	78%	22%
8. Satisfied with communication from school	77%	23%
9. Participation welcomed at N.E. Global Studies	94%	6%
10-13. During this school year, have you:		
10. Called or sent messages to child's teachers?	65%	36%
11. Attended parent teacher conferences?	57%	43%
12. Attended SAC meetings?	7%	93%
13. Attended other meetings or programs?	20%	81%
14. N.E. Global Studies clean and in good repair	93%	7%
15. Would recommend N.E. Global Studies	80%	20%
16. Satisfied with N.E. Global Studies	84%	16%
17. Child is safe at N.E. Global Studies	71%	29%

Note: Percentages are rounded to the nearest whole percent.

Parents were also asked how they learned about the global studies magnet program, about why they chose the school for their child, and what they thought of the magnet application process. The largest percentage of parents learned of the program through their child or through a friend (51% each). Two-thirds of the parents said the school was chosen because it was the neighborhood school. A substantial number of parents (23%) indicated they had not chosen the school, but that the district had assigned their child to the school. When looked at

Table 6

Northeast Global Studies Magnet
Parent Perceptions Regarding Transportation
Spring 1991
(N = 193)

Item	Yes	No
1. Transportation takes child to school and back in a reasonable amount of time	92%	8%
2. Transportation runs on schedule	83%	17%
3. District provides safe transportation	95%	5%

Note: Percentages are rounded to the nearest whole percent. Parents who indicated their child used district transportation were asked these questions.

by grade, one might expect a higher percentage of students at seventh and eighth grades who were "assigned by the district," since at these grade levels, if an application was not made to a different school, the students from the previous year would have been assigned to Northeast by default. However, at the sixth grade level a similar percentage (24%) of the parents indicated that they had been "assigned." A higher percentage of the parents of sixth grade students (43%) said they chose the school because of the theme than did parents of seventh (8%) or eighth (12%) grade students. Ninety-three percent of the parents who indicated they had applied thought the application had been handled in a reasonable amount of time. Just over half (52%) know how students were selected. Of those who knew, 84% thought the process was fair.

Student Perceptions. A third of the language arts classes from each grade level were randomly selected to receive the student questionnaire. Results of the student questionnaire are found in Table 7.

Responses to several of the questions indicated that the implementation has gone as planned. Most of the sixth and eighth graders (94%) said they had studied a foreign language this year; 87% of all students questioned said they had heard speakers from a variety of cultures and ethnic groups; 85% said they were learning about other cultures. Responses to other items indicated that, up to the time of year when the instrument was administered, some of the objectives had not yet been fully implemented. For example, 60% said they had taken part in projects involving communication with students in other nations and cultures during the year,

Table 7

Northeast Global Studies Magnet
Student Perceptions
Spring 1991
(N = 200)

Item Content	Yes	No
1. I am glad I go to Northeast Global Studies Middle Magnet school.	64%	37%
2. I have studied a foreign language this year (6 & 8 only; N = 133).	94%	6%
3. I enjoy learning a foreign language (6 & 8 only; N = 133).	50%	50%
4. I am learning about other cultures.	85%	15%
5. I enjoy learning about other cultures.	53%	47%
6. I enjoy my global studies electives (7 & 8 only; N = 124).	47%	53%
7. I know more about other countries and other cultures than I did at the beginning of this year.	75%	25%
8. Being in classes with people from different ethnic and cultural backgrounds has helped me develop more positive multi-cultural and multi-ethnic attitudes.	63%	37%
9. I have heard speakers from a variety of cultures and ethnic groups this year at Northeast Middle.	87%	13%
10. I have been on field trips that relate to the global studies theme this year.	21%	79%
11. I have taken part in projects involving communication with students in other nations and cultures this year.	60%	40%
12. I feel comfortable at Northeast Middle.	46%	54%
13. I feel safe at Northeast Middle.	33%	67%
14. I feel welcome at Northeast Middle.	52%	48%
15. Overall, I like my classes.	42%	58%
16. I think it important for Americans to learn to speak foreign languages.	73%	27%
17. I think students at Northeast Middle get along well with students from other cultures.	36%	65%
18-23. I chose Northeast Global Studies Middle Magnet because:		
18. I wanted to learn about global studies;	24%	76%
19. I wanted to go to Northeast Middle;	53%	47%
20. My parents wanted me to learn about global studies;	18%	82%
21. My parents wanted me to go to Northeast Middle;	45%	55%
22. My friends go to Northeast Middle;	59%	41%
23. It is near my home.	42%	59%

Note: Percentages are rounded to the nearest whole percent.

and 21% of the students said they had been on global field trips during the year (these responses may also indicate that students were not fully aware of the relationship of the activities they were participating in to the global studies theme, see references to objectives 2B, 3A, and 5E). Three-quarters of the students felt they knew more about other countries and cultures than they did at the beginning of the year.

Over twice as many students said they chose the global studies magnet because they wanted to go to Northeast (53%) and because their friends go there (59%) than because they wanted to learn about global studies (24%).

When asked to respond to open-ended items regarding things they liked best and things they would like to change about their school, several categories received responses from more than 10% of the students. Things students liked include classes (15%), learning about other cultures (11%), assemblies and activities (11%), and teachers (10%). Not surprisingly, 25% also responded that they would like to change their teachers. They would also like more field trips (14%). They would like to see changes in the scheduling (12%), building improvements (11%), and changes in the kinds of classes offered (10%) and (again, not surprisingly) the food in the cafeteria (10%).

Teacher Perceptions. The results of the spring teacher questionnaire are presented in Table 8. The theme was clear to most teachers (98%); and most reported being able to infuse the theme (97%). Over a third (39%) were not satisfied with staff development during the school year. When asked to explain their responses regarding staff development, 12% said they would like to see staff development more related to the theme. A review of the staff development agendas revealed, however, that most of the topics were directly related to one or more of the theme areas. Over a third (38%) reported that they had not been able to get materials needed to implement the theme. When asked to explain their answers, 20% of the teachers pointed out that the supplies (pencils, paper, chalk, etc.) or curriculum materials (maps) they needed were not available. In a teacher rating of the global studies program, over half of the teachers (57%) said the program was good or excellent.

Teachers were asked in an open-ended way what they saw as the strengths of the program, what had hindered the implementation of the theme, and what they would like to see changed about the program. The results of these questions are found in Table 9. The most-named strength of the program was increased awareness of cultures and global understanding. The most-named hindrance to implementation was the late arrival or the lack of materials. Ten

Table 8

Northeast Global Studies Magnet
Teacher Perceptions
Spring 1991
(N = 60)

Item Content	Yes	No
1. Global studies theme is clear	98%	2%
2. Familiar with goals and objectives of global studies program	97%	3%
3. School is implementing theme	83%	17%
4. Able to infuse theme	97%	4%
5. During the school year, some staff development sessions addressed matters relating to global studies theme	90%	10%
6. Satisfied with global studies staff development during the school year	61%	39%
7. Building global studies magnet theme staff (curriculum coordinator, resource teacher) provided support to implement theme	79%	21%
8. Building level administrative staff (principal, vice principal, coordinator of instruction) provided support to implement theme	82%	18%
9. Able to get materials needed to implement theme	63%	38%

Note: Percentages are rounded to the nearest whole percent.

percent of the teachers wanted to see less emphasis on foreign language. Several of these expressed frustration that the foreign language requirement was changed to three years after the site task force had decided on two years of foreign language.

Leadership Perceptions. When school leadership was asked if they had experienced any difficulties or hindrances in the implementation of the magnet program this year, they identified three areas of concern. The lack of materials at the beginning of the school year was the first area mentioned. Orders for equipment, supplies, and curriculum materials placed in good time in the spring prior to the first implementation year were not processed. Special permission was granted to carry over 1989-1990 fiscal year funding into the 1990-1991 fiscal year so the start-up funding for the school would not be lost. Orders had to be resubmitted in the summer, but the processing was done too late for the materials to be delivered prior to school opening. This meant that materials, planned for use during summer in-service to help

Table 9

Northeast Global Studies Magnet Teacher Responses to Open-Ended Questions - Categories with Comments from 10% or More of the Teachers 1990 - 1991

Item Category	% of Teachers
Strengths of the Program	
Increased awareness of cultures and global understanding	47%
Variety of and freedom to select curriculur units for global studies	17%
Appealing theme	11%
Interesting and varied materials available	10%
Hindrances to Implementation	
Materials late or lacking	25%
Disruptive student behavior	12%
Short preparation time for theme	14%
Suggested Changes - Spring	
Less emphasis on foreign language	10%

Note: Percentages are rounded to the nearest whole percent.

teachers build their global studies courses and global studies infusion, were not available. While leadership mentioned that the delivery of materials had improved during the year, they were concerned that the purchasing process continues to be slow and that some orders never arrived.

The second area of concern was the split campus which has made it difficult to implement some aspects of the program. The third concern of school leadership was the fact that renovations in the main building will not be completed for some time. This has brought about instability and the need to improvise in the interim.

When asked about changes they would like to see in the global studies magnet program in the coming year, school leadership indicated that they would like to see Northeast Middle become a dual theme school, with both a global studies theme and a foreign language theme. They indicated that the global studies theme is underfunded, with needs for more equipment such as computers, foreign language labs, and related supplies. There is also a need for opportunities for students and teachers to travel and for an improvement in the physical facilities.

Strengths of the global studies program identified by district leadership include the geography and environmental science labs and team building exercises in which the entire staff has participated. According to district leadership, the team building efforts will continue. District leadership cited the late arrival of supplies, materials, and equipment as a factor which hampered beginning implementation and caused a delayed start. A change which district leadership would like to see in the global studies program in the coming school year is the use of additional technology to articulate the theme. Budget constraints, however, may prevent school leadership from developing the program as completely as they would like, according to district leadership.

Achievement

For the formative evaluation, reading, language, and math percentile ranks of the Iowa Tests of Basic Skills (ITBS) are presented for minority and non-minority students by grade level for the year prior to implementation and the first implementation year. These percentile ranks are based on mean grade equivalents, and are found in Table 10. Northeast's 1991 percentile ranks for the total school are at or below (up to nine percentile points) the district means. It is interesting to note that there is a larger gap between Northeast's non-minority percentile ranks and the district's percentile ranks than there is between Northeast's minority percentile ranks and the district's minority percentile ranks.

Table 11 displays the mean Degrees of Reading Power Units for the first implementation year. Scores for Northeast Middle students are close to, or at, district scores.

Table 12 displays the Missouri Mastery and Achievement Tests average scale scores in the areas of reading/language arts and math for both of the years the program has been in existence. The *Missouri Mastery and Achievement Tests, Guide to Score Interpretation and Use* (Missouri Department of Elementary and Secondary Education, 1990) indicates that a difference of 25 or more scaled score points represents a meaningful difference when comparing groups of students. As can be seen from the table, there is not a meaningful difference between Northeast's scores and those of the district, but there is a meaningful difference between Northeast's scores and those of the state. Since this is a formative evaluation year, the reader is reminded that these test data are presented for informational purposes only and should not be used for decisions about program impacts or outcomes.

Table 10

Northeast Global Studies Magnet
Iowa Tests of Basic Skills Percentile Ranks
Based on Mean Grade Equivalents

	Baseline Year 1990			Year One 1991			District 1991		
Test Grade	Min.	Non-Min.	Total	Min.	Non-Min.	Total	Min.	Non-Min.	Total
Reading									
Six	23	27	25	29	34	30	29	48	33
Seven	27	38	31	30	37	32	34	49	38
Eight	39	47	41	31	44	34	36	51	39
Language									
Six	31	32	32	34	37	36	37	50	39
Seven	37	45	39	34	37	35	40	51	43
Eight	47	46	47	42	47	44	42	53	44
Math									
Six	27	33	29	30	39	33	29	48	34
Seven	24	30	26	23	29	25	30	47	34
Eight	33	39	35	25	33	27	30	47	34
Social Studies									
Six	31	38	34	35	45	38	41	63	46
Seven	30	34	31	29	32	30	36	52	39
Eight	37	44	39	35	43	37	34	54	39
Science									
Six	33	42	37	38	52	44	46	66	51
Seven	46	58	50	42	52	45	49	65	52
Eight	41	47	43	42	50	44	43	61	47

Table 11

Northeast Global Studies Magnet
Mean Degrees of Reading Power Units
1991

Grade	Northeast	District
Six	50	51
Seven	54	57
Eight	60	60

Table 12

Northeast Global Studies Magnet
Missouri Mastery & Achievement Tests
Average Scale Scores
1991

Grade Program	Reading/ Language Arts	Math
Six		
N.E. Middle	212	264
District	225	267
State	296	347
Eight		
N.E. Middle	261	254
District	272	270
State	318	331

Conclusions and Recommendations

In spite of the hindrances caused by late delivery of theme equipment and materials in the fall, the school has been intentionally working at implementing of the global studies theme. Global studies classes for seventh- and eighth-grade students; foreign language classes for sixth- and eighth-grade students; monthly assemblies for all students, each focusing on a different global culture; visual evidence of the theme in all classrooms, in halls and offices, in the auditorium, and in one of the two cafeterias all indicated a proactive approach to implementing the theme. A local/national focus on one or more of the global studies theme topics in 13% of the intervals observed in classrooms, an international focus seen in 34% of the observation intervals, a connection between local/national and international in 8% of the observed intervals , plus additional theme focus not geographically oriented in 6% of the intervals (61% in all) shows that many teachers are taking theme infusion seriously. A concern was uncovered when the information on infusion was further broken down by subject area, as requested by school leadership. While all intervals observed in social studies were infused, global studies theme infusion was not seen in any of the observed intervals in math or physical education. This does not, of course, mean that no infusion took place; but it did not take place during times when data were being collected.

In view of the results of the study, the following recommendations are made:

1. Continue the high level of implementation of the program, particularly in the objectives that were accomplished. Of the 22 objectives in the school's planning

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outline that were applicable during the 1990-1991 school year, 15 were clearly implemented based on the data collected.

2. Review objectives, revising, increasing implementation of the objectives which did not show clear or consistent evidence of accomplishment, or revising documentations, as appropriate. After the first year of implementation, school personnel have a clearer idea of what is realistic and may need to reword or eliminate certain objectives. For example, based on the new directions established for the school, at least the two objectives relating to foreign language (1F and 5D) may need revisions. Several objectives (2A, 2C, 4A, 4D, 5A, 5B, 6C) did not show clear or consistent evidence of accomplishment. These objectives may need revisions, they may need additional attention for more consistent implementation, or they may simply need a more thorough way of documenting the implementation that is already happening.

3. Increase theme infusion in math and physical education classes and review other subjects to see whether increased theme infusion is called for. During observations in math and physical education classes, no intervals of theme content were seen. Home economics and music classes had a considerably lower percentage of intervals in which theme content was observed (26% and 21%, respectively, compared with 70% for the subject with the next highest percentage of theme content intervals).

4. Reduce the response time for the fulfillment of orders. Because orders made by the school in the spring of the planning year were not processed in a timely manner, necessary magnet theme materials were not available during the summer in-service or early in the school year. In addition, special permission had to be obtained to carry the funding from one fiscal year to another. The late delivery (or failure to deliver) supplies and materials was a major complaint of teachers and school leadership throughout the year.

5. Provide additional, perhaps repeated, information to parents regarding the nature of the global studies theme. Clarity of the global studies theme was the parent perception item that received the lowest percentage of positive response (67%) on the parent interview. The global studies theme is multifaceted and one reading of an explanation may not "stick" for sufficient clarity. While this recommendation is based on data from but one item on the parent interview, there is an existing mechanism, the newsletter, for communicating this information on a repeated and on-going basis. The advisability of providing repeated explanations of the theme may also be indicated by the fact that a quarter of the parents of incoming sixth graders (24%) indicated that their child was assigned to the theme. These parents did not make a selection of this school based on a familiarity of the theme.

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APPENDIX A

Global Studies Course Topics

Appendix A

Global Studies Course Topics

Exploring Alternative Futures Using Science Fiction
Greek Mythology
Animals of the Oceans/Oceans of the World
Climates and Weather of the World/Mapping and Cities of the World
Kansas City's Unique Ethnic Heritage
South Africa and the Apartheid System/Stories from Different Cultures
Tropical Rain Forests and Endangered Species/Save the Tropical Rain Forests
Immigration - The Ethnic Influence on the U.S./Current Events
Japanese Americans/Children's Literature Around the World
Problem Solving on Global Issues
Preserving the Environment and Endangered Species
African-American History
Media Glimpses of Ethnic Heritage of Major Cities of the World
Drugs, a Worldwide Menace
The Foundation for World Peace
History Through Cinema
Understanding Values & Cultures Through Novel Reading
World Geography
Ecology
Contemporary Issues
Folk Tales, Myths & Legends from Around the World
Cities Around the World
The Earth Matters - Environmental Issues/World Geography & Global Issues
Political & Economic Influence of the Middle East on Western Society
World Theater
The Phillipines - Yesterday & Today
The Ring of Fire: An Uneasy Earth
Exploring Spanish, French, German Language & Culture

APPENDIX B

Infusion of Global Studies

Appendix B
Infusion of Global Studies

Exploratory, special education, foreign language, English as a Second Language, Transition, and School Within-a-School teachers identified the following means of infusing global studies into the subject they teach:

Infusion of global studies into reading and math

The Environment Around Me

Cultures in K.C.

The role of language in the writing process in a global environment; Global Peace & Conflict Management

Art Around the World

Gospel choir and music such as "We Are the World" in different languages

Folk music and instruments from different countries

History of swimming, soccer, table tennis, folk dance, and ethnic games

Quichua Indians in Equador

Sports, games, and dances from around the world; Peace & Conflict Resolution

Comparison of American dietary practices with other parts of this world

Exploring language and culture in Spanish-speaking countries

Exploring language and culture in French-speaking countries

Japan, Yesterday & Today

Global books, magazines, newspapers, reference books, videocassettes, cassettes,

Channel One

Sharing our global heritage and developing self-esteem in a global community

Decision-making and multi-cultural diversity

The Renaissance through art, music, games, and ethnic codes

The Middle Ages through food, games, costumes, values, homes, and literature

English words come from many sources

Mexico, the Persian Gulf, and the Middle East

Contributions of other cultures to American English

APPENDIX C

Exhibits in the World Cultural Festival

Appendix C
Exhibits in the World Cultural Festival

Batik	Indonesia; a combination of tie die and wax resists; individual wall hangings done on muslin.
Fans	Japan
Drawings	Mexican still life; Egyptian
Wall Hangings	Various countries
Banners	Various ethnic representation, various shapes and sizes
Hangings	Traditional Japanese signs
Flags	Student-made flags representing 17 nations as decorations on the sides of 24" construction paper "suitcases"
Mural	Environmental theme, about 4' x 8'
Pennants	Sports-related themes
Weavings	Representing various ethnicities
Pen & Ink	Drawings of tropical or ocean fish
Paper Mache	Three dimensional and mounted on cardboard (headdresses and sunbursts)
Miscellaneous	Stand-up greeting-type cards with environmental messages; wall decorations using recycled paper

APPENDIX D

Theme-Related Activities

Appendix D
Theme-Related Activities

Acorn Project	Environmental Science/Related Science Projects - sponsored by the conservation department; all-school project; collected over 500 pounds of acorns
Science Olympiad	Environmental Science/Related Science Projects - Kansas City area wide contest held at Rockhurst College; team of 15 sixth grade students participated.
Recycling Project	Environmental Science/Related Science Projects - School-wide collection of aluminum cans; newspapers were collected for a time until recycling centers refused them.
Alvin Ailey Dancers	Demonstrating Dance Movement
Harmony	Dennis Rogers & Tracey Milsap, European American and African American storytellers promoting racial harmony and recognition of similarities among ethnic groups.
Danny Cox	American Folksinger
Christopher Leitcu	Textile Artist
Stacy Banks	Writing workshops - African American poet from Kansas City.
Black Oral Traditions	Danny Cox and Ahmad Alladeau, folk guitarist and jazz saxophonist; Stephanie Mave, actress with Missouri Rep; Lillie Salinas, Hispanic actress and dancer.
Sam Farmer	Jewelry making and slides from around the world.
John Patterson	African American Langston Hughes' poetry and life.
Trio Folklasico	Music and instruments from different cultures.
Tracey Milsap	African American storyteller.
St. Patrick's Day Program	New Grange Celtic Ensemble; Clanna Aaron Dancers; Martin English and Lindsey McKee brought the legends and music of Ireland.
Families	Danny Cox, Lillie Salinas, and Stephanie Mave show similarities and differences among families.
Christmas Around the World	
Dobar Dan	European dances and songs.
Say No to Drugs Assembly	Peace & Conflict Resolution (from N.C.).
Mini-Olympics	Opening Ceremony - May 22, flags from all countries and participation by grade; 6th grade - May 23; 7th & 8th grades - May 24.
Cultural Festival	A special activity celebrating all cultures.

APPENDIX E

Theme-Related Field Trips

Appendix E
Theme-Related Field Trips

Burr Oak Woods	Environmental Science - 100 seventh grade students spent a day at Burr Oak Woods in Blue Springs studying endangered species in Missouri and predator-prey relationships, hiking, and completing a scavenger hunt.
Recycle This	Environmental Science - All 8th grade students attended a recycling production at Nowlin Middle School produced by Dow Chemical on the benefits of recycling and reusing common household products.
Greenhouse	Environmental Science - 25 sixth grade students attended a class by Mr. Frank Stevens, horticulturist, at Nowlin Middle School concerning plant propagation.
KC Outdoor School	Environmental Science - 30 eighth grade students participated in a class on orienteering and using the compass at the Kansas City Outdoor School in Swope Park.
The Topeka Rain Forest	Environmental Science - Plans are now being made to take 100 seventh grade students to the Topeka Zoological Gardens to study the rain forest exhibition at the zoo.
Dolphins	Environmental Science - Plans are now being made to take the entire sixth grade class to a special dolphin show at Worlds of Fun to coincide with their study of whales in Voyage of the MIMI.
Worlds of Fun	Frontier Trails & Science Pioneers Special Programs
Worlds of Fun	Theme parks of different countries
Norman Center	Peace & Conflict Resolution, Project Star, Alcohol & Drug Posters
Field House	Math Bowl
Winnwood Skating Center	Appreciation of a global sport
Children's Museum	Peace & Conflict Resolution (Reward for good behavior); Science Manipulatives
Ford Motor Company	Global Economics
American Heartland Theater	Peace & Conflict Resolution (Rewards for Best Language Arts Students)
K.C. Zoo	Identify animals from Western Hemisphere; Science - better idea of animal classification
B & D Rolladium South	Reinforce sportsmanship & coordination
Graceland Elementary	Acknowledge Black History Observance
Movie *Dances with Wolves*	Exposure to history & culture of the Lakota Sioux Indians; better understanding of U.S.treatment of Native Americans

AT&T Pavilion	Estimation Skills (Theme - Change and Alternative Futures)
Swope Park	Identify animals from different countries
All Species Day Parade	Students played instruments made from recycled materials; learned to play the samba, the central metaphor for the rain forest & wore masks of an endangered species (the blue whale).
Royals Stadium	Peace & Conflict Resolution; Project Star Training
K.C. Museum-Nelson Art Gallery	Students noted cultural differences, compared and contrasted rural and urban life.
Theater for Young America	Comparison/Contrast of Science Fiction
Budd Park Christian Church	Global sharing of gospel music
Southwest High & K.C. Zoo	A "global" view of the stars and a trip to the zoo to learn about animals & habitats from different countries
Garfield Latin Grammar Elem.	Gospel choir performance in Black History program.
UMKC - Truman Campus	MathCounts - statewide math contest
Rockhurst College	Science Olympiad Competition - sense of participation and competition
Nelson-Atkins Art Gallery	Students viewed artifacts related to the reading text (Middle & Social Studies ages) (Egypt, Greece, & Rome) and learn relationship of art and history.
Municipal Auditorium	Ensemble played instruments & rhythms from different countries.
Crown Center	Students used artistic talents for fare-painting for a community service.
Hallmark Cards	Hallmark, an international company, exposed students to different careers involving publishing and learned process of card publication from start to finish.
City Union Mission	Students involved in a "hands-on" celebration of Thanksgiving & after having collected food for the needy, took the baskets to the Mission.
Nowlin Middle Greenhouse	Observation & identification in the environment that provide the requirements for life.
Burr Oak Woods	Life science focuses on the interdependence of humans and the environment.
Renaissance Festival	Students visited another time & place in conjunction with a story in tapestries and a video about the Middle Ages.
Nowlin Middle School	Students understood the needs for and the values of recycling trash. They applied this understanding by participating in the N.E. Recycling Project.